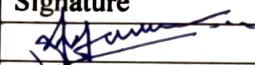
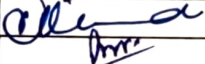
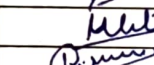
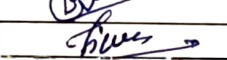

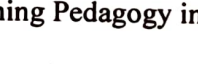


Dated: 14.10.2022

Minutes of the BOS Meeting

A meeting of the Board of Studies was conducted in the School of Sports Education in the Dean's office on 14/10/2022 at 3:00pm.

The following members were present:

S. No.	Name	Designation	Signature
01	Prof. Dr.Kapil Dave	Chairman of BOS	
02	Prof.Dr. InduMazumdar	Member	
03	Prof. Dr. L.N. Sarkar	External member	
04	Prof.Dr Deepak Mehta	External member	
05	Dr. BirendraJhajharia	External member	
06	Dr. Vipin Tiwari	Member	

The following agenda items were discussed:

Agenda Number 1: Approval of the subject specific syllabus of "Teaching Pedagogy in Higher Education (PSS103)" in the PhD in Physical Education course.

Agenda Number I: **Following new courses were approved. Syllabus of the courses are attached in annexure II**

S. NO.	Course code	Course name	Semester
1	HUL-202	English	BPES II Semester
2	PEL-301	Kinesiology & Bio mechanics	BPES III Semester
3	PEL302	Sports Psychology	BPES III Semester
4	PEL-304	Officiating & coaching-III	BPES III Semester
5	PEP-307	State level study	BPES III Semester
6	PEL-402	Tests & Measurement	BPES IV Semester
7	PEL-404	Officiating and coaching-IV	BPES IV Semester
8	PEP-405	Judo	BPES IV Semester

- The decisions for agenda item number 1 will be effective from this academic session 2022-2023.
- Decision for the agenda number 2 will be effective from 2023-24.


Signature

Syllabus-2022-2023

(SOSE)(BPES)

Title of the Course	Kinesiology & Bio mechanics							
Course Code	PEL-301							
Part A								
Year		Semester		Credits	L	T	P	C
					3	2	0	5
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s	Basic Knowledge of Biology and Anatomy			Co-Requisite/s	Knowledge of Physics.			
Course Outcomes & Bloom's Level	<p>CO1- Recognize the skeletal structure of human body by identifying the origin and insertion of various muscles.(BL1-Remember)</p> <p>CO2- Explain the basic structure and functions of primary joints of the body(BL2-Understand)</p> <p>CO3- Apply newton's laws of motion in sports activities(BL3-Apply)</p> <p>CO4- Illustrate the role of various mechanical principles in human movement(BL4-Analyze)</p> <p>CO5- Justify the qualitative and quantitative analysis of human movements(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender X Human Values X Environment X		SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				


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Part B

Modules	Contents	Pedagogy	Hours
Jnit-1	1.1 Introduction to Kinesiology 1.1.1 Definition 1.1.2 Objectives of Kinesiology 1.1.3 Contribution of Aristotle, Archimedes, Galen 1.2 Role and Importance of Kinesiology in Physical Education and Sports Coaching 1.3 Fundamental concepts of following terms with their application to the human body 1.3.1 Centre of gravity 1.3.2 Line of gravity 1.3.3 Planes and Axes	direct instructions, quiz activity	15
Jnit-2	. Mechanical Concepts 2.1 Speed/ Velocity/ Acceleration 2.1.1 Velocity as a Vector Quantity 2.1.2 Determining the Direction of the Velocity Vector 2.1.3 Calculating Average Speed, Average Velocity and average Acceleration 2.1.4 Average Speed versus Instantaneous Speed 2.2 Distance, Displacement (Calculating average distance and displacement) 1. Fundamental concepts of following terms – 2.3.1 Fluid resistance 2.3.2 Buoyancy 2.4 Newton's Laws of Motion – and their application to sports activities.	direct instructions, quiz activity	20
Jnit-3	Kinetic/Kinematics Concept for Analysis Human Motion 3.1 Fundamental concepts of following terms – 3.2 Axes and Planes 1. Centre of Gravity 2. Equilibrium 3. Line of Gravity 3.3 Basic Concept related to kinetics 3.3.1 Inertia 3.3.2 Mass 3.3.3 Force 3.3.4 Centre of Gravity 3.3.5 Pressure 3.3.6 Density 3.3.7 Torque 3.3.8 Impulse 3.3 The Biomechanics of the Human Upper Extremity. 3.4 The Biomechanics of the Human Lower Extremity.	direct instructions, quiz activity and cooperative learning.	20
Jnit-4	Qualitative/ Quantitative Analysis 4.1 Angular Kinematics of Human Movement. 4.2 Linear Kinetics of Human Movement load resistance fulcrum	peer teaching and cooperative learning	20


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Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	Pawankumar .G.Souza De Gracie Illona" Textbook of Biomechanics Kinesiology" Jaypee brothers ,1st Jan 2022
Articles	
References Books	Anthony J. Blazeovich Sports Biomechanics: The Basics: Optimising Human Performance 3rd Bloomsbury Clarke, D.H. (1975). Exercise Physiology 1st New Jersey: Prentice Hall Inc., Englewood Cliffs. David, L Costill. Physiology of Sports and Exercise. 8th Human Kinetics 2004 Anthony J. Blazeovich, Sports Biomechanics: The Basics: Optimising Human Performance, Bloomsbury, 3rd Edition Clarke, D.H. (1975). ,Exercise Physiology, New Jersey: Prentice Hall Inc., Englewood Cliffs. David, L Costill. Physiology of Sports and Exercise.Human Kinetics 2004, 8th Edition.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	3	-	-	-	-	-	-	-	-	-	-	-	-
CO3	1	-	2	3	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO5	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2022-2023

(SOSE)(BPES)

Title of the Course	Sports Psychology
Course Code	PEL-302

Part A

Year	Semester	Credits	L	T	P	C
			3	2	0	5

Course Type	Theory only
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Course Category	Discipline Core
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Pre-Requisite/s	Knowledge of general psychology	Co-Requisite/s	
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Course Outcomes & Bloom's Level	<p>CO1- Recall the basic concepts of psychology(BL1-Remember)</p> <p>CO2- Discuss the factors determining one's overall personality.(BL2-Understand)</p> <p>CO3- Determining the competencies and skills of sport manager.(BL3-Apply)</p> <p>CO4- Analyzing the various laws of learning and their relevance in teaching learning process.(BL4-Analyze)</p> <p>CO5- Evaluating the psychology of sports person.(BL5-Evaluate)</p> <p>CO6- Developing a school sports program(BL6-Create)</p>
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Courses Elements	Skill Development X Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender X Human Values ✓ Environment X	SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG15(Life on land)
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Part B

Modules	Contents	Pedagogy	Hours
JNIT-1	Introduction of Sports Psychology: 1.1 Meaning and nature of Sports Psychology. 1.2 Historical Evolution of Sports Psychology 1.3 Relevance of Sports Psychology in Physical Education and coaching. 1.4 Psychological factors affecting sports performances.	Background of concept, direct instructions	15
JNIT-2	Personality and Sports: 2.1 Meaning and nature of Personality. 2.2 Theories of personality in sports 2.3 Dimensions of personality and development of personality Motivation 2.4 Types of motivation and condition of developing achievement motivation.	lectures/ cooperative learning	20
JNIT-3	Learning 3.1 Meaning nature and principles of Learning, Types of Learning. 3.2 Laws of learning, Transfer of learning 3.3 Factors affecting learning 3.4 Learning curve, Plateau	direct instructions, quiz activity and cooperative learning.	20
Jnit-4	Sports Sociology and Leadership: 4.1 Nature of Sports Sociology. 4.2 Importance of Sports Sociology in Physical Education. 4.3 Socialization and value education through Physical Education. 4.4 Impact of society on sports and vice versa	flip teaching and assignment	20

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				


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Part E

Books	Kamlesh, M.L., Psychology in physical education and sport., 8th edition, 1998). New Delhi: Metropolitan Book Co.
Articles	Taylor, Jim, Assessment in Applied Sport Psychology, 5th Human kinetics 2018
References Books	Alison and Robinson. Excelling in Sport Psychology: Planning, Preparing, and Executing, 3rd Edition, Applied Work, Sean Fitzpatrick 2018 Taylor, Jim, Assessment in Applied Sport Psychology, 5th Edition, Human kinetics 2018 Coumbe-Lilley , Complex Cases in Sport Psychology, Routledge 2018 Ball, D. W. & Loy, J. W. , Sport and social order; Contribution to the sociology of sport., 1975 London: Addison Wesley Publishing Co., Inc.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	3	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	1	2	3	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	1	-	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2022-2023

(SOSE)(BPES)

Title of the Course	Officiating & coaching-III							
Course Code	PEL-304							
Part A								
Year		Semester		Credits	L	T	P	C
					3	2	0	5
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s	understanding the concept of coaching			Co-Requisite/s	Basic skills of badminton and Tennis			
Course Outcomes & Bloom's Level	CO1- CO 1 Recall the various types of tournaments organized at the national level (BL1-Remember) CO2- Explain the importance of indigenous activities.(BL2-Understand) CO3- Demonstrate the method of marking playing the court. (BL3-Apply) CO4- Apply the officiating technique of the concerned sport.(BL4-Analyze) CO5- Choose appropriate swimming training techniques.(BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender X Human Values X Environment X		SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG15(Life on land) SDG17(Partnerships for the goals)				


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Part B

Modules	Contents	Pedagogy	Hours
1	Officiating and coaching in chosen Racket game- I 1.1 Dimensions, layouts and marking of fields of chosen Racket Game –I 1.2 Rules and their interpretations of chosen Racket Game –I 1.3 Qualification and number of officials in the chosen Racket Game –I 1.4 Coaching in the chosen Racket Game –I	group discussion, marking practice	15
Jnit-2	Officiating and coaching in chosen Racket game- II 2.1 Dimensions, layouts and marking of fields of chosen Racket Game –II 2.2 Rules and their interpretations of chosen Racket Game –II 2.3 Qualification and number of officials in the chosen Racket Game –II 2.4 Coaching in the chosen Racket Game –II	discussion ,marking practice, quiz	20
Jnit-3	Indigenous Activities: 3.1 Concept of Indigenous activities. 3.2 History of Indigenous activities. 3.3 Principles and Importance of indigenous activities. 3.4 Various types of activities with different equipment.	problem based and experiential learning	20
Jnit-4	Swimming Activities: 4.1 Swimming activities and its outcome. 4.2 Swimming pools, their dimensions and rules of swimming. 4.3 Maintenance of swimming pools. 4.4 Coaching and training in swimming.	problem based, game based, experiential learning	20


Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation


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Part E

Books	Vanaik.AK, Officiating & Coaching, Friends publication New Delhi.
Articles	Singer RN Coaching, athletic & psychology New York, McGraw-Hill
References Books	Singer RN, Coaching, athletic & psychology, New York, McGraw-Hill. Dyson, G. H, The mechanics of athletics, University of London Press, 1962 Hall. Bunn, J. W, Scientific principles of coaching, Prentice hall 1955 Bunn, J. W, The art of officiating, Prentice-Hall, 1950.
MOOC Courses	
Videos	https://www.youtube.com/watch?v=g3y5n1oZrE0

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-
CO2	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-
CO3	-	1	3	1	-	-	-	-	-	-	-	-	-	-	-
CO4	3	3	2	1	-	-	-	-	-	-	-	-	-	-	-
CO5	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2022-2023

(SOSE)(BPES)

Title of the Course	Tests&Measurement							
Course Code	PEL-402							
Part A								
Year		Semester		Credits	L	T	P	C
					3	2	0	5
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s	Basic Knowledge of Mathematics			Co-Requisite/s	Knowledge of Physical Education and sport			
Course Outcomes & Bloom's Level	<p>CO1- Recognize the concept of test, measurement and evaluation in the context of Physical Education.(BL1-Remember)</p> <p>CO2- Describe the various physical fitness tests(BL2-Understand)</p> <p>CO3- Apply the criteria of test selection.(BL3-Apply)</p> <p>CO4- Classify the Sports Skill Tests(BL4-Analyze)</p> <p>CO5- Choose the appropriate sports skill tests(BL5-Evaluate)</p> <p>CO6- Create physical fitness and sports skill test.(BL6-Create)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				


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Part B

Moduies	Contents	Pedagogy	Hours
JNIT-1	Introduction to Test & Measurement & Evaluation 1.1 Meaning of Test, Measurement & Evaluation in Physical Education. 1.2 Importance of Test, Measurement & Evaluation in Physical Education. 1.3 Criteria of selecting an appropriate test. 1.4 Type and classification of test	direct instructions, quiz activity	15
JNIT-2	Construction and Administration of Test 2.1 Administration of testing programme. 2.2 Construction of Physical Fitness / Efficiency Test 2.3 General types of sports skill test items 2.4 Construction of sports skill test	problem based learning, experiential learning	20
JNIT-3	Physical Fitness Tests 3.1 Youth Physical Fitness Test. 3.2 Tuttle Pulse Ratio Test 3.3 Newton Motor Ability Test 3.4 Phillips JCR Test	skill test, flip class, experiential learning	20
JNIT4	Sports Skill Tests 4.1 Lockhart and McPherson Badminton test 4.2 Johnson Basketball test 4.3 McDonald soccer test 4.4 S.A.I Hockey test	problem based, game based, experiential learning	20

Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				


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Part E

Books	Kansal, D.K., Test and measurement in sports and physical education, New Delhi:D.V.S. Publications. 1996.
Articles	
References Books	Barron, H. M., & Mchee, A practical approach to measurement in physical education, 10th, Lea and Febiger Philadelphia 1997 Bangsbo, J, Fitness training in football: A scientific approach. August Krogh Institute, University of Copenhagen, [Copenhagen], Denmark, 1994. Walsh, W. Bruce: Tests and Measurements, 4th Edition Tom Kubiszyn, Gary D. Borich, Educational Testing and Measurement, 11th edition
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	1	3	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	3	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2022-2023

(SOSE)(BPES)

Title of the Course	Adapted Physical Education
Course Code	PEL-403.

Part A

Year	Semester	Credits	L	T	P	C
			3	2	0	5
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	Knowledge of various disabilities		Co-Requisite/s	Knowledge of Physical Education		
Course Outcomes & Bloom's Level	<p>CO1- Recognize the various developmental stages of the differently abled children and how to teach them accordingly(BL1-Remember)</p> <p>CO2- Describe activity requirements of physically challenged persons(BL2-Understand)</p> <p>CO3- Apply worthwhile activity programs for various levels of mentally challenged persons. (BL3-Apply)</p> <p>CO4- Analyze the Individual education programs(BL4-Analyze)</p> <p>CO5- Select appropriate physical activities for visually challenged(BL5-Evaluate)</p> <p>CO6- Design programs for learning disabled (BL6-Create)</p>					
Courses Elements	Skill Development ✗ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG12(Responsible consumption and production) SDG15(Life on land) SDG17(Partnerships for the goals)			


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Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction 1.1 Meaning, Definition and Importance of Adapted Physical Education and Sports 1.2. Purpose, Aims and Objectives of Adapted Physical Education and Sports 1.3. Program organization of Adapted Physical Education and Sports 1.4. Organizations addressing and giving opportunities to people with disabilities. 1.5 Adapted Sports- Para Olympics and other Opportunities	Lecture, peer teaching	15
Unit ii	Development of Individual Education Program (IEP) 2.1 The student with a disability 2.2 Components and Development of IEP. 2.3 Principles of Adapted Physical Education and Sports 2.4 Role of Physical Education teacher	Lecture , Group discussion Quiz, problem based learning	20
Unit iii	Developmental Considerations of an Individual 3.1 Motor development 3.2 Perceptual Motor development 3.3 Early childhood and Adapted Physical Education 3.4 Teaching style, method and approach in teaching Adapted Physical Education	problem based and experiential learning	20
Unit iv	Individual with unique need and activities 4.1 Behavioral and Special learning disability 4.2 Visual Impaired and Deafness 4.3 Health Impaired students and Physical Education 4.4 HRPF and its development for Individual with unique need 4.5 Role of games and sports in Adapted Physical Education	lecture, discussion and assignment	20

Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
0	0	0	0	0	0


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Part E

Books	Winnick, J. P. Adapted Physical Education and Sports. Human Kinetics 4th Pangrazi, R.P. and Dauer, V. P. Dynamics Physical
Articles	
References Books	-Cratty, B.J.. . Adapted Physical Education in the Mainstream 4th edition, Love Publishing Company. Hall Block.E.Martin, A teacher's guide to adapted physical education, 4th edition, Brookes publishing. Michael Horvat, Taylor & Francis, Developmental And Adapted Physical Education Making Ability, 6th Edition, Taylor & Francis. Winnick.J,Poretta.david.I, Adapted Physical Education and Sport, 7th edition, The Ohio State University.
MOOC Courses	
Videos	https://www.youtube.com/watch?v=j65bARcKmU0

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2022-2023

(SOSE)(BPES)

Title of the Course	Officiating and coaching-IV
Course Code	PEL-404

Part A

Year	Semester	Credits	L	T	P	C
			3	2	0	5
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	Basic Knowledge about Combat sports and Gymnastics		Co-Requisite/s			
Course Outcomes & Bloom's Level	CO1- Recall the rules regulations of the combative sport.(BL1-Remember) CO2- Interpret the gymnastics rules(BL2-Understand) CO3- Demonstrate the ability to lay out and mark the dimensions of the arena.(BL3-Apply) CO4- Analyze the gymnastic techniques (BL4-Analyze) CO5- Chose appropriate indigenous activities(BL5-Evaluate)					
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics X Gender X Human Values X Environment X		SDG (Goals)		SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)	


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Part B

Modules	Contents	Pedagogy	Hours
JNIT-1	Officiating and coaching in Chosen Combative Sports- I 1.1 Dimensions, layouts and marking of fields of Chosen Combative Sports- I 1.2 Rules and their interpretations of Chosen Combative Sports- I 1.3 Qualification and number of officials in the Chosen Combative Sports- I 1.4 Coaching in the Chosen Combative Sports- I	direct instructions, quiz activity	15
JNIT-2	Officiating and coaching in Chosen Combative Sports- II 2.1 Dimensions, layouts and marking of fields of Chosen Combative Sports –II 2.2 Rules and their interpretations of Chosen Combative Sports –II 2.3 Qualification and number of officials in the Chosen Combative Sports-II 2.4 Coaching in the chosen Combative Sports – II	game based. problem based and experiential learning.	20
JNIT-3	Indigenous Activities: 3.1 Indigenous activities for developing motor abilities. 3.2 Markings of Indigenous activities. 3.3 Indigenous activities for special occasions. 3.4 Outcomes and benefits of indigenous activities.	game based. problem based and experiential learning.	20
JNIT-4	Gymnastics Activities: 4.1 Introduction to Gymnastics.. 4.2 Various Gymnastic activities and their Equipment. 4.3 Qualification, duties of officials and scoring in gymnastics. 4.4 Coaching and training in Gymnastics.	game based, modal making, problem based and experiential learning.	20


Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0	0	0	0	


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Part E

Books	Vanaik Anil Dr, Officiating & Coaching, Friends publication New Delhi.
Articles	
References Books	Singer, R. N., Coaching, athletic & psychology, M.C. Graw Hill. New York 1972. Bunn, J. W. The art of officiating sports, Englewood cliffs N.J. Prentice 1968. Hall. Bunn, J. W, Scientific principles of coaching, 2nd, Prentice-Hall physical education series 1972
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	2	2	-	-	-	-	-	-	-	-	-	-	-
CO3	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	3	3	-	-	-	-	-	-	-	-	-	-	-
CO5	-	1	2	-	2	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2022-2023


(SOSE)(BPES)

Title of the Course	State level study
Course Code	PEP-307

Part A

Year	Semester	Credits	L	T	P	C
			0	0	2	2
Course Type	Project					
Course Category	Discipline Core					
Pre-Requisite/s		Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- List the objectives and goals of current physical education programs within the state. (BL1-Remember)</p> <p>CO2- Interpret state-specific policies and regulations related to physical education. (BL2-Understand)</p> <p>CO3- Demonstrate proficiency in various physical activities commonly practiced within the state. (BL3-Apply)</p> <p>CO4- Critique existing infrastructure and resources for supporting physical education in the state. (BL4-Analyze)</p> <p>CO5- Assess the impact of physical education programs on public health outcomes within the state. (BL5-Evaluate)</p>					
Coures Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG1(No poverty) SDG2(Zero hunger) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG12(Responsible consumption and production) SDG13(Climate action) SDG14(Life below water) SDG15(Life on land) SDG17(Partnerships for the goals)			

Part B

Modules	Contents	Pedagogy	Hours
1	a) Meaning and types of methods. b) Factors affecting teaching. c) Principles of teaching. d) Maxims of teaching. e) Need and importance of teaching practice.	 Dr. Omveer Singh REGISTRAR ITM University Gwalior (M.P.) problem based and experiential learning.	37

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
JNIT	1. Meaning and concept of Yoga 2. History and Development of the Yoga in India and abroad 3. Various Asanas in sitting position and their advantages 4. Various Asanas in standing position and their 5. Various Asanas in lying position and their advantages Suryanamaskar and its benefits. 6. Yogasana for treating various body ailments. 1. Suryanamaskar- Practice and advantages. 2. Meaning and concept of Pranayama. 3. Various types of Pranayama, their principles and practice. Effect of Pranayama on body and their role in correcting health disorders. 4. Meditation – Types and techniques. 5. Officiating and scoring in Yoga competitions. 6. Coaching and career opportunities in Yoga.	Field work	BL3-Apply	60

Part D(Marks Distribution)

Theory


Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	32	70	23	30	09

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	


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Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	3	-	2	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-	2	-	-	-	-	-	-	-	-	-	-
CO3	2	-	-	3	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	3	-	-	-	-	-	-	-	-	-	-	-	-
CO5	2	-	-	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-


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Syllabus-2022-2023

(SOSE)(BPES)

Title of the Course	Judo							
Course Code	PEP-405							
Part A								
Year		Semester		Credits	L	T	P	C
					0	0	2	2
Course Type	Lab only							
Course Category	Discipline Core							
Pre-Requisite/s	Basic knowledge about Combative Sports			Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- Identify judo salutations and postures. (BL1-Remember) CO2- Explain methods of holding judo costume and foot movements. (BL2-Understand) CO3- Perform throwing and grappling techniques. (BL3-Apply) CO4- Analyze opponent posture and execute techniques. (BL4-Analyze) CO5- Evaluate defensive maneuvers and escape techniques. (BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG10(Reduced inequalities)				


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Part B

Modules	Contents	Pedagogy	Hours
JNIT-1	Judo: Fundamental skills o Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position) o Kumi kata (Methods of holding judo costume) o Shisei (Posture in Judo) o Kuzushi (Act of disturbing the opponent posture) o Tsukuri and kake (Preparatory action for attack) o Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall) o Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps. o Tai Sabaki (Management of the body) o NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major Ioinm), SeoiNage (Shoulder throw). o Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.	problem based and experiential learning	60

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
JNIT	1. History and Development of the game at International and National level. 2. Dimensions and marking of playing area. 3. Basic requirements/ equipment of the game. 4. Fundamental skills of the game. 5. Skill tests, scoring and arrangement of the skill tests. 6. National and international organisations / federations of the game. 7. Rules and their interpretations of the game. 8. Team selection and coaching in that game. 9. Officiating & Referee / Umpire /scorer for self-employment.	Field work	BL3-Apply	60


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Part D(Marks Distribution)

Theory

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Practical

Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	30	40	12	60	18

Part E

Books	Eric Dominy, Judo Basic Principles, Sterling Publishing Co.
Articles	
References Books	Hardayal Singh, Science of Sports Training, Friends Publication (INDIA).
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSC
CO1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	1	-	3	3	-	-	-	-	-	-	-	-	-	-	-
CO4	1	-	-	-	2	-	-	-	-	-	-	-	-	-	-
CO5	2	-	2	-	3	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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